

Wales digital experience insights 2021: adult & community learning summary

Related to the Digital 2030 Framework

Wales digital experience insights 2021 ACL summary

Related to the Digital 2030 Framework

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Introduction

This document aims to present the findings of the 2021 Wales post-16 digital experience insights survey, mapped to the vision and aims of the [Digital 2030 Framework](https://gov.wales/sites/default/files/publications/2019-06/digital-2030-a-strategic-framework-for-post-16-digital-learning-in-wales.pdf) and, where notable, compare them with findings from a similar exercise undertaken in 2019. Each finding is accompanied by the survey question number, allowing easy cross matching between the organisation’s individual survey results and that of the sector.

Surveys were made available to further education, work-based learning and adult and community learning providers in spring and summer 2021. Bespoke question sets were devised for learners, teaching practitioners and professional services staff.

* 5921 learners participated: 4437 FE, 1008 WBL and 476 ACL. 21 organisations participated: 9 colleges, 8 ACL providers / partnerships and 4 independent training providers.  
  Note: 5 colleges used more than one learner survey: 4 FE and WBL, 1 FE and ACL
* 1181 teaching staff participated from 22 organisations: 10 colleges, 8 ACL providers / partnerships and 4 independent training providers
* 1051 professional learning staff participated from 14 organisations: 10 colleges, 3 ACL providers / partnerships and 1 independent training provider

This document is part of a suite of resources aimed at helping post-16 education providers implement and embed Digital 2030. Welsh Government funds Jisc to support eligible post-16 education providers in Wales to realise the benefits digital technology can bring, particularly in relation to [Digital 2030.](https://gov.wales/digital-2030-strategic-framework) For more information on how Jisc can help please contact your [account manager](https://www.jisc.ac.uk/contact/your-account-manager).

Digital 2030 vision

*Post-16 learning providers will seamlessly integrate digital technology into delivery; and encourage innovation in using inclusive, accessible and bilingual approaches to enhance the learner’s experience. Based on an awareness of the digital skills needed to support the Welsh economy, providers will equip learners and staff with the digital capabilities and confidence they will need to succeed in everyday life and in work.*

Insights overview for each key area of the vision

1. Learners will be equipped with digital capabilities and confidence

Only 29% of learners stated they discussed digital skills at induction, however, 65% of learners rated the quality of support from their learning provider to develop digital skills as good, excellent or best imaginable. 44% feel well supported on their course to meet employer's needs but only 27% agree they are provided with the chance to assess digital skills e.g. for career planning.

84% of learners highly rated the quality of delivery methods on their courses to meet their needs in completing their course, with 77% highly rating delivery methods as meeting the needs of current or potential employers. 77% of teaching staff feel well supported in teaching their programme to meet the needs of students in completing their course(s) and 78% to meet the needs of their students’ target roles and goals.

72% learners are motivated to use technology to support their learning and 58% are confident at trying out new technologies.

Over half of learners are supported in their use of technology by teaching staff, only 2% turn to other students and 23% to family and friends whereas 19% use online videos and resources.

10% of learners use assistive technologies with 68% of those saying they are provided with support from their learning provider.

62% of learners use digital tool or apps to make notes or recordings, 85% to access course materials and 63% to look for additional resources but only 34% use digital tools or apps to access recorded lectures. Only 15% of learners use live polls or quizzes weekly or more, with 56% never using them. 20% of teaching staff use live polls or quizzes weekly or more with 31% never using them.

83% highly rate delivery methods to enable learning in both English and Welsh.

1. The learning experience will be enhanced through the integration of digital technology

82% of learners highly rated the quality of digital teaching and learning on their course. However, in relation to their learning environment, only two thirds of learners and 57% of teaching staff found it to be reliable; 53% of learners and 47% of teaching staff believed it to be well designed; and 57% and 48%, respectively, that it is easy to navigate.

59% of learners and 40% of teaching staff agree that the system for submitting work and getting feedback works well with 58% of teaching staff providing digital feedback to students at least weekly.

73% of learners highly rate their learning provider’s digital provision (software, hardware, learning environment), down from 88% in 2019. 63% of teaching staff also highly rated their organisation’s digital provision, up significantly from 43% in 2019. When asked what would be most useful to them, only 13% of learners wanted more laptops or tablets to be available in class and 11% wanted more laptops or tablets available on long term loan.

63% of learners and 69% teaching staff feel they have access to reliable Wi-Fi at their learning provider. 61% of learners and 59% of teaching staff feel that their organisation supports them to use their own digital devices.

55% of learners have access to online course materials and 28% to online skills training resources whenever needed. 11% of learners state they have access to e-books and e-journals with just 10% having access to recorded lectures when needed. All of these areas score lower than FE and WBL but are an improvement on 2019 findings.

Over two thirds of teaching staff have access to online skills training resources whenever needed. 16% (32% in 2019) state they have access to e-books and e-journals, 45% (62% in 2019) to file storage & back-up and 10% (5% in 2019) having access to lecture capture whenever needed.

Since 2019 there has been a decrease in the number of learners finding interactive polls/quizzes, time working online with other students and references and readings as most useful. The value placed on practice questions being available online and course related videos has increased significantly.

61% of learners agree that their learning provider supports them to use their own digital devices and that they can access online systems and services from anywhere.

Only 45% of learners feel informed about their health and wellbeing as a technology user, 62% about keeping personal data safe and 50% about staying safe online. 86% of teaching staff agree they are informed about keeping student data safe with 74% agreeing they are informed about helping students behave safely online.

81% of teaching staff feel supported to enable learning in both English and Welsh with 34% highly rating delivery methods to enable learning in both English and Welsh.

1. All staff are equipped with digital capabilities and confidence

Only 24% of teaching staff discussed their digital skills when they were recruited and 13% at induction. Whilst 40% professional services staff discussed their digital skills when they were recruited only 10% did so at induction. 30% teaching staff say they discuss digital skills at appraisals and 60% informally with their manager, whilst 51% discuss digital skills with colleagues at meetings and 62% at staff meetings or CPD sessions. 72% of professional services staff discuss their digital skills informally with their manager whilst and 50% do so at appraisals. 66% of professional services staff discuss their digital skills at meetings with colleagues and 52% at CPD sessions.

63% of teaching staff agreed that their organisation provided them with guidance about the digital skills needed in their job role, only 35% that their organisation provides the chance to assess their digital skills yet 52% agree they are given time to explore new digital tools and approaches.

59% of teaching staff agree their organisation provides a good online environment for collaboration. A third of teaching staff and 10% professional services staff use online videos and resources to support them in the use of technology within their roles, whereas 40% of teaching staff and 71% of professional services staff feel supported by colleagues to use technology within their roles.

83% of teaching staff are motivated to use technology to support teaching but only 55% confidently use digital tools in the classroom. 71% state they are confident at trying out new technologies, 49% enjoy trying out new technologies but only 13% use simulations, virtual or augmented reality. Despite the high figure for motivation, only 46% of teaching staff feel informed about innovations in digital teaching and learning.

70% of professional services staff feel their organisation provides them with guidance about the digital skills needed in their role with 83% highly rating the quality of support provided to develop their digital skills and to deliver their role. 69% of professional services staff enjoy reliable Wi-Fi.

93% of professional services staff are motivated to use technology to support their job role with 69% stating they are confident to try out new technologies however only 57% enjoy trying out new and innovative technologies.

22% of teaching staff and 33% of professional services staff stated they were rewarded or recognised for the digital skills they developed.

86% of teaching staff feel they are informed about keeping student data safe with 72% feeling informed about equality and accessibility legislation and 74% on how to help students behave safely online. 67% agree they are informed about health and wellbeing as a technology user, an improvement from 36% in 2019.

Comparably, 86% of professional services staff feel they are informed about keeping student data safe, 88% about behaving safely and respectfully online, 75% about equality and accessibility legislation and 84% about health and wellbeing as a technology user.

17% teaching staff and 12% professional services staff make use of assistive technologies with 42% of teaching staff and 57% of professional services staff saying they are supported by their organisation. Both groups use dictation tools and magnifying tools.

100% of professional services staff feel supported to perform their role in both Welsh and English languages.

Insights into addressing the Digital 2030 Aims

1. Digital standards

**Clear, nationally agreed standards for digital skills are in place to enable learners and staff to meet industry, private and public sector requirements, building on the digital competences developed during compulsory schooling.**

* 1. 52% of learners agree that their learning provider provided them with guidance about the digital skills needed for their course (15% disagree) (LQ33), and 65% highly rate the quality of support they get from their learning provider to develop their digital skills (10% poorly rate the support) (LQ36). 51% of learners also highly rate the delivery methods on their course in meeting their needs to complete their course (LQ29).
  2. 63% of teaching practitioners agree they are given guidance about the digital skills they are expected to have in their role (8% disagree) (TQ29), and 70% highly rate the quality of support they get from their organisation to develop their digital skills(6% rate this poorly) (TQ32). 77% of teaching practitioners feel well supported in teaching their programme to meet the needs of students in completing their course (5% disagree) (TQ26).
  3. 70% of professional services staff agree they are given guidance about the digital skills they are expected to have in their role (5% disagree) (PSQ23), and 89% highly rate the quality of support they get from their organisation to develop their digital skills, significantly higher than FE (72%) and WBL (40%)(2% rate this poorly) (PSQ26). 84% of professional services staff feel their organisation supports them well to deliver their role (PSQ20).

1. Enhanced learning

**Learning is enhanced through the use of technology, wherever it is appropriate and beneficial to the learner.**

* 1. 82% of learners rated the quality of digital teaching and learning on their course as good or better (LQ28), 57% agree their virtual learning environment is easy to navigate (6% disagree) (LQ15), and 59% of learners agree that the system for submitting work and getting feedback works well (LQ13). Only 15% of learners use live polls or quizzes weekly or more in class (LQ 25) whereas 46% use digital tools or apps to make notes recordings in their own time, weekly or more (LQ 21). 15% of learners find interactive quizzes and polls most useful with 25% rating the availability of practice questions most useful (LQ 23).
  2. 57% of teaching practitioners agree their learning environment is reliable (5% disagree) with 48% finding it easy to navigate (7% disagree) (TQ 13). 58% of teaching staff give digital feedback to individual students weekly or more, significantly lower than FE (77%) and WBL (83%) (TQ 18) with only 40% agreeing the system for marking work and giving feedback works well (TQ 12). 20% use live polls or quizzes in class weekly or more whereas 31% never do (TQ 18).

1. Coherence and accessibility

**The coherence and accessibility of digital learning is increased through a range of curriculum delivery methods that are appropriate to learner and employer needs and offer learning opportunities in both the Welsh and English languages.**

* 1. 10% of learners said they used assistive technologies such as screen readers, dictation tools, alternative input devices and screen magnification (LQ6). Of those learners who use assistive technologies, 68% said they are provided with support from their organisation (LQ6a). 61% of learners agree their organisation supports them to use their own digital devices (LQ18)
  2. 70% of learners highly rate the delivery methods on their course to enable learning in both English and Welsh languages, higher than FE (48%) and WBL (59%) (LQ 29).
  3. 17% of teaching practitioners said they used assistive technologies such as screen readers, dictation tools, alternative input devices and screen magnification (TQ4). Of those who use assistive technologies, only 42% said they are provided with support from their organisation (TQ4a).
  4. 72% of teaching practitioners agree they are informed about equality and accessibility legislation (TQ30).
  5. 47% of teaching staff highly rate the support received in their teaching programme to enable learning in both English and Welsh languages (TQ26)
  6. 12% of professional services staff said they used assistive technologies such as screen readers, dictation tools, alternative input devices and screen magnification (PSQ4). Of those who use assistive technologies, 57% said they are provided with support from their organisation (PSQ4a).
  7. Three quarters of professional services staff agree they are informed about equality and accessibility legislation (PSQ24).
  8. 81% of professional services staff say they are well supported to perform their role in both English and Welsh languages, significantly higher than FE (60%) and WBL (56%) (PSQ20)

1. Safe experience

**A safe and secure teaching and learning experience is enabled and managed for all learners and staff through provision of appropriate virtual and physical environments.**

* 1. Half of learners agree they are informed about staying safe online, 62% agree they are informed about keeping personal data safe and 45% agree they are informed about health and wellbeing as a technology user (LQ34).
  2. 86% of teaching practitioners agree they are informed about keeping student data safe under GDPR, 67% agree they are informed about their health and wellbeing as a technology user and 67% agree they are informed about digital copyright and licencing (TQ30).
  3. 86% of professional services staff agree they are informed about keeping student data safe under GDPR, 84% agree they are informed about their health and wellbeing as a technology user and 71% agree they are informed about digital copyright and licencing (PSQ 24).

1. Understanding benefits

**The benefits of digital technology, and possible barriers to their achievement, are understood by all staff including senior leaders.**

* 1. 73% of learners are motivated to use technology to support their learning (LQ26) but only 58% are confident to try out new technologies (LQ11).
  2. Nearly two thirds of teaching practitioners agree their organisation provides them with reward and recognition for the digital skills they develop, although 8% disagree (TQ29).
  3. 83% of teaching practitioners are motivated to use technology to support their teaching (TQ20) and 71% are confident to try out new technologies (TQ9). However, 88% have never used simulations, virtual or augmented reality (TQ19).
  4. A third of professional services staff agree their organisation provides them with reward and recognition for the digital skills they develop, whilst a fifth disagree (PSQ23).
  5. 93% of professional services staff are motivated to use technology to support their job role (PSQ16) and 69% are confident to try out new technologies (PSQ9).

1. Continual improvement

**Continual improvement of the learner experience and business processes is supported through effective and innovative use of digital technology.**

* 1. 67% of teaching practitioners feel informed about innovations in digital teaching and learning (TQ30), but only 49% enjoy trying out new technologies (TQ7). However, 63% agree that their organisation provides them with time to explore new digital tools and approaches (TQ29).
  2. 62% of teaching staff discuss their digital skills in staff meetings / CPD sessions and informally with managers whereas 51% of teaching staff discuss their digital skills at meetings with colleagues (TQ31). Also, 69% of teaching staff have access to online skills training resources whenever needed (TQ10).
  3. 57% of professional services staff said they enjoy trying out new technologies (PSQ7).
  4. 52% of professional services staff discuss their digital skills in staff meetings / CPD sessions and informally with managers, whereas 66% discuss their digital skills at meetings with colleagues and only 50% at appraisals (PSQ25). 69% also stated they have access to online skills training resources (PSQ10).

1. Collaborative culture

**A culture of collaboration ensures that information and best practice are shared to drive effective use of digital skills to support leadership, learning and business processes.**

* 1. 83% of learners highly rate the delivery methods on their course to meet the needs of current or potential employers (LQ29)
  2. Only 2% of learners prefer to turn to other students for support in using technology in their learning whereas 19% make use of online videos and resources up from 2% in 2019 (LQ22).
  3. 40% of teaching practitioners turn to other teaching colleagues most for support in using digital technologies in their teaching with 33% making use of online videos and resources (TQ23).
  4. 59% of teaching staff agree their organisation provides a good online environment for collaboration (TQ16).
  5. 71% of professional services staff turn to other colleagues most for support in using digital technologies in their work role with 10% making use of online videos and resources (PSQ18).

1. Resource alignment

**Staff, learning and business resources are aligned to enable efficient support of the continually evolving digital requirements of post-16 education.**

* 1. Availability of digital facilities:

|  | Learners | Teaching practitioners | Professional services staff |
| --- | --- | --- | --- |
| Access to facilities:   * Reliable Wi-Fi * Online course * e-books and e-journals * File storage and back-up * Recorded lectures * Online skills training * None of the above | (LQ12)  63%  65%  20%  34%  15%  58%  8% | (TQ10)  69%  16%  45%  10%  69%  8% | (PSQ10)  69%  45%  69%  8% |

* 1. 73% of learners rated the quality of their learning provider’s digital provision as good, excellent or best imaginable (LQ20).
  2. 63% of teaching staff rated the quality of their organisation’s digital provision as good, excellent or best imaginable (TQ17).
  3. When asked what would be most useful to them, 2% of learners stated more computers in computer rooms, 13% more laptops or tablets available in class and 11% more laptops or tablets available on long term loan (LQ19).

Report compiled September 2021 by:

**Alyson Nicholson**  
Head of Jisc Wales

Alyson.Nicholson@jisc.ac.uk